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"But it is, perhaps, too early to be sure just what is behind Mendel's law."

M. W. WISEMAN.

Die Prinzipien und Methoden der Intelligenzprüfung. Von TH. ZIEHEN. Berlin, S. Karger, 1908. pp. 61.

A reprint, with notes, of a lecture read before the International Congress of Psychiatry at Amsterdam, 1907. The lecture gives an interesting account of the methods used in the testing of defective intelligence in Professor Ziehen's Berlin clinic, accompanied by psychological commentary. First in order stand the tests of retention or deposition: here the author discusses the value for the test of school knowledge *versus* everyday knowledge, the difference between retention of single ideas and retention of ideational complexes, the status of retention in the normal uneducated individual as referred to his everyday knowledge, the relation of retention to *Merkfähigkeit*, etc. A characteristic test is the following: First, a problem in the simple multiplication of one-place figures is given; then six one-place numbers are read off, and the patient repeats them; then six other numbers are read off, and repeated as before; and, finally, the patient is asked to recall the problem set him at the beginning of the test. A typical visual test, in which a geometrical figure is shown for 15 sec. and drawn from memory after an interval of 15 sec., is also described. Secondly, the author speaks of tests of ideational development and differentiation. He instances typical questions for the testing of power of generalization and specification, typical stories told for the testing of the patient's capacity for abstract ideas, questions whose answers presuppose analysis or synthesis or discrimination, etc. Questions that call for a definition he regards as, in general, unsuitable. Thirdly, we have tests of reproduction, carried out by the ordinary methods of the association experiment. Fourthly and lastly come tests of combination. These have a wide range: tests of the patient's orientation in his novel surroundings, tests of inversion of association (months said backwards, *e g.*), tests with puzzle blocks, simple arithmetical tests (easy equations, rule of three), Ebbinghaus' mutilated texts, reproduction of the main feature or main causal relation embodied in a story or picture.

As important conclusions we may single out the following. The question of time, of the rate of intellectual achievement, plays but an inconsiderable part in clinical investigation of the kind here described. There is no certain method of eliminating the influence of grave derangements of association and of emotion. Every test of intelligence should be preceded by a test of attention (cancellation of letters, tachistoscope, mean variation).

Psychologically, the lecture appears somewhat too formal and too clean-cut in its distinctions. The psychology of intellect is still in a very backward condition. To the practical psychiatrist, on the other hand, Professor Ziehen's descriptions and comments will be exceedingly useful. It seems possible, too, that the careful sifting out of tests of defectives may leave a remainder, of valid forms of test, which will be of service to normal psychology as indicating the principal easily differentiable aspects of intellectual function, and thus furnishing rubrics for the study of the normal subject.

L. TURLEY.

La pathologie de l'attention. Par N. VASCHIDE et R. MEUNIER. Bibliothèque de psychologie expérimentale et de métapsychie. Paris, Librairie Bloud et Cie, 1908. pp. 117.

The authors of this little essay begin by asserting that we have as yet no normal psychology of attention, and that it will be useful to bring together the experimental results derived from the study of the